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ABSTRACT

This consultants' report reviews the New College of the University of South Florida, a small liberal arts college which is unusual in its lack of specific general education requirements, and its attention to independent study. After reviewing a considerable list of strengths, concerns are identified including the need to ensure that every student is adequately prepared for upper-class work. In looking at the student body, the report suggests concern for increasing racial and ethnic diversity, for increasing attention to a retention rate slightly lower than the average, and for the students' personal and social development. In looking at the faculty, the report lists concerns about faculty workload, tenure and promotion criteria vagueness, a perceived weakness in interdisciplinary and other new studies, retention of faculty in light of low salary levels, and the degree to which administrative matters are left to the Dean and Warden. Resources are reviewed with very positive ratings, save for the inadequate capital equipment acquisition and maintenance budget, the meager discretionary fund, and the sometimes confusing relationship between the College and the privately-controlled Foundation which supports a public institution through its access to private philanthropy. A list of specific recommendations is offered. (BF)

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ED 410 844

New College

Program Review

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STATE UNIVERSITY SYSTEM OF FLORIDA

MAY, 1997

BOR 97-9

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Dr. Zelda F. Gamson

NEW COLLEGE OF THE UNIVERSITY OF SOUTH FLORIDA CONSULTANTS' REPORT

Dr. Melvin B. Endy, Jr. and Dr. Zelda Gamson

I. INTRODUCTION

The consultants were asked to take part in the program review for New College of the University of South Florida (USF) in February of 1996 and were sent the appropriate background materials by September, 1996. These materials included the New College Consultants' Orientation Notebook; the New College Self-Study (April, 1993) for the review conducted by the Commission on Colleges of the Southern Association of Colleges and Schools that year; Recommendations, Suggestions, and Commendations Pertaining to New College of USF by the SACS Reaffirmation Site Committee, with New College Action on Recommendations and Suggestions; a Supplemental Self-Study prepared explicitly for the Board of Regents review (August, 1996); the New College General Catalog; the New College viewbook; a brief history of New College; and 1996-97 Course Descriptions.

During the site visit these materials were supplemented on request with the Faculty Handbook; sample forms for orientation, registration and learning contracts, independent study, declaration of concentration, evaluation, and transfer credit; a list of faculty members with salary, contract status and related information; faculty vitae; a New College Foundation packet; publications of the alumnae/i association; and the 1974 Articles of Agreement, Statement of

Intent, and Statement of Operating Philosophy providing the terms of the relationship among the University of South Florida (USF), New College, and the New College Foundation.

The consultants, Melvin Endy and Zelda Gamson, brought a variety of qualifications to the review. Dr. Endy, whose academic field is Religious Studies, has served as chief academic officer at both Hamilton College, a highly selective private liberal arts college, and St. Mary's College of Maryland, a highly selective public liberal arts honors college. Dr. Endy had previously visited New College in 1993 to learn about its educational program as St. Mary's considered the curricular implications of its recent designation as an honors college. Dr. Gamson, a sociologist, held a faculty position at the University of Michigan, where she taught in the Center for the Study of Higher Education and the Residential College, an innovative liberal arts college that is part of the College of Literature, Science and the Arts. She is currently Professor at the University of Massachusetts Boston Graduate College of Education's doctoral program in higher education and founding Director of the New England Resource Center for Higher Education. Dr. Gamson is a leading authority on curriculum change, general education, liberal arts education, and innovations in higher education, and has consulted and published widely in these areas.

Drs. Endy and Gamson arrived at Sarasota on the week-end of November 16-17 and met with Drs. Gita W. Pitter and Steve Hicken of the Board of Regents staff on Monday, November 18 for a three-hour orientation session. On Tuesday and Wednesday, November 19 and 20, the review team met with Dr. Gordon Michaelson, Dean and Warden of New College, and Dr. Kathleen Moore, Director of Program Planning and Review at the University of South Florida; the Division Chairs, who have primary responsibility in the area of personnel and

curriculum; 12 to 15 faculty members in a two-hour session that included younger and older faculty from all three academic divisions; seven representatives of the alumnae/i association; Kathleen Killion, Director of Admissions; R.V. Heiser and James Harman of the New College Foundation; and seven students. Drs. Endy and Pitter met separately with Dr. David Schenk, USF Campus Dean, Library Director Joan Pelland, and Administrative Affairs Director Lynda Block Hill, while Drs. Gamson and Hicken met with four members of the New College student life staff. The whole team interviewed USF Provost Tighe by telephone on the final day of the visit. This conversation was used primarily to gather information and views from Provost Tighe and secondarily to provide very preliminary observations by the consultants. The exit interview took place at the end of the final day with Dean and Warden Michaelson and Director of Program Planning and Review Moore.

In addition to these conversations, the team took a campus tour with a representative of the Admissions Office, Sonia Wu. The consultants found the representatives of New College helpful and responsive in organizing the meetings, providing additional information as requested, and making the visit both useful and pleasant. The consultants found the materials provided by New College and the Board of Regents helpful and comprehensive. Since this was a unique visit for the program review unit of the Board of Regents, it is understandable that a few documents that would seem standard for such a review, such as the Faculty Handbook, were made available during the visit. We also found the people we talked to at New College, the University of South Florida, the New College Foundation, and the Alumnae/i Association aware of the nature of the consultation and informed and forthcoming in their views of the College. The combination of

the written materials and the interviews provided a more than adequate basis for making a meaningful and well-rounded report.

In compiling the report, Dr. Endy assumed responsibility for the initial draft of the Introduction and the sections on Program and Resources, Dr. Gamson for the sections on the Status of Liberal Arts Programs, Students, and Faculty.

II. THE CURRENT STATE OF THE LIBERAL ARTS

Since 1977, when the Carnegie Foundation for the Advancement of Teaching declared the liberal arts a "disaster area", higher education institutions and the national media have focused on the problem. The fate of the liberal arts and general education--that part of the curriculum intended to convey the value of arts, sciences, and the humanities along with civic responsibility--has become a continuing concern. Foundations and federal agencies have sponsored a variety of projects, and higher education associations have organized conferences on the liberal arts. At liberal arts colleges, research universities, community colleges, and state colleges an old question persists: "What should every educated person know?"

This question is being asked just as the costs of responding to students' and employers' needs for professional preparation are rising and support from the federal government is leveling off and even declining. This combination of circumstances has hit public institutions especially hard. Many colleges and universities have refocused on career-oriented programs as students have come increasingly to prefer vocational preparation and spurn the liberal arts. Arts and sciences departments are scrambling to offer courses that will appeal to career interests, although few have succeeded in luring the students back. Professional programs, often overresponding to escalating requirements from professional accrediting associations, resist requirements in the liberal arts that add to their students' burdens. The result is that most uncommitted resources, including faculty positions, have been shifted to professional programs and colleges in business, communication, nursing, and engineering.

In the growing competition for scarce resources, liberal arts departments are the losers. An analysis of changes in the shares of baccalaureate degrees conferred between 1954 and 1986

(Turner and Bowen, 1990) showed that arts and science degrees increased by 11.7 percent between 1954 and 1970 but decreased by 17.7 percent between 1970 and 1986. Relationships between arts and sciences and professional programs have grown increasingly conflictual.

Fewer and fewer students have been majoring in the traditional liberal arts disciplines, transforming many of the less selective liberal arts colleges, if they have grown large enough, into comprehensive institutions (Figure 1). Those that remained small have changed in ways that led David Breneman (1994) to declare:

> While I began [my research] with the belief that there were roughly 600 [private liberal arts colleges] in this country, I have concluded that, given a reasonable definition of a liberal arts college, we have only about 200 of them left... The liberal arts college as we know it is disappearing from the landscape, and another type of institution--the professional college--is taking its place. (p. 17)

A National General Education Movement

A new cycle of attention to general education, the most recent of several that have occurred throughout this century, made its appearance in the early 1980's, prompted in part by the Carnegie Foundation's assessment in Missions of the College Curriculum (1977):

> The erosion of general education on America's college campuses is even more severe than its share of curricula might indicate... We believe that the general education idea continues to have a place in American colleges and universities. We would hope that colleges could make greater efforts to define it and set limits on the extent to which further erosion will be permitted. (p. 184)

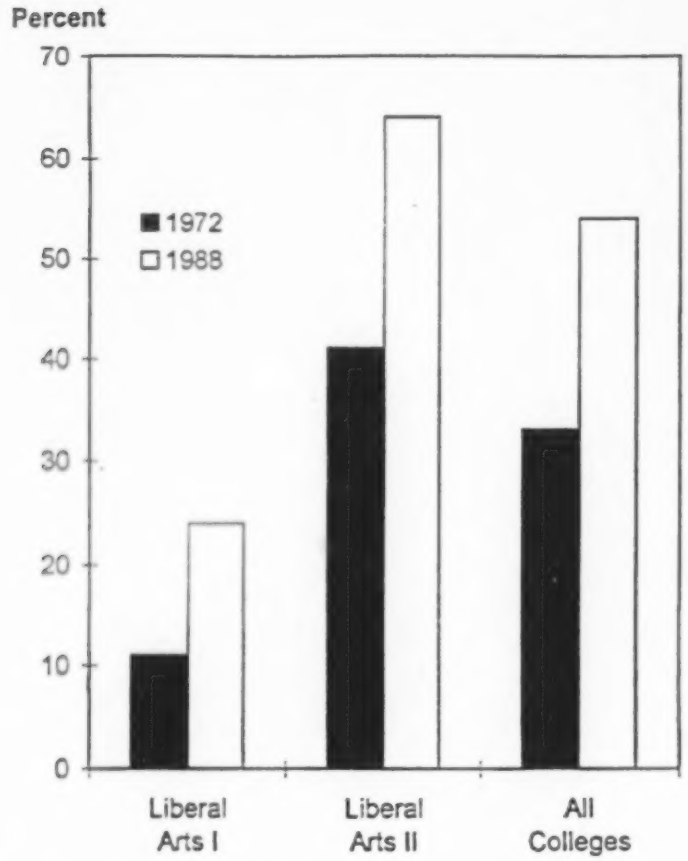

FIGURE 1 Professional Degrees Awarded by Liberal Arts Colleges, 1972, 1988

From *Liberal Arts Colleges: Thriving, Surviving, or Endangered?* (Appendix A, Figure A–1, p. 140; and p.11) by David W. Breneman, 1994, Washington, D.C.: The Brookings Institution. Author's calculations based on data from the National Center for Higher Education Systems, Boulder, Colorado. Reprinted by permission of The Brookings Institution.

The 1987 Carnegie Foundation for the Advancement of Teaching classification of institutions of higher education divided 540 private liberal arts colleges into two groups: 140 liberal arts I colleges and 400 liberal arts II colleges. The highly selective liberal arts institutions are primarily undergraduate colleges that award more than half of their baccalaureate degrees in arts and science fields.

Liberal arts II colleges are primarily undergraduate colleges that are less selective and award more than half of their degrees in liberal arts fields. This category also includes a group of colleges that award *less* than half of their degrees in liberal arts fields but, with fewer than 1,500 students, are too small to be considered comprehensive.

With support from several private foundations and federal agencies, national higher education associations have launched studies and special projects to improve liberal arts education. The overriding message delivered by their reports resonates with the recent history of higher education: The undergraduate curriculum has lost its liberal arts roots. Students lack exposure to fundamental subjects and are not acquiring basic intellectual skills.

The Carnegie Foundation report captured a deep dissatisfaction with undergraduate education among faculty around the country. Specialists in different disciplines have been talking with one another, often for the first time in their professional lives, about their fields and why they care about them. Traditionalists and innovators, humanists and scientists, teachers and administrators are meeting about the curriculum. A national survey published a year after the Carnegie report showed that half of the faculty favored some sort of core curriculum (Levine, 1978). The currency of the term "core curriculum" in the 1990s expresses at once the reach for coherence, for rigor, and for intellectual community among college faculties. Saint Joseph's College in Indiana and Brooklyn College in New York, which introduced core curricula more than fifteen years ago, serve as models. Harvard College, in a celebrated move a few years later, introduced its own version of a core curriculum.

New programs and courses are being invented. Educators with an interest in adapting new programs from the previous two decades, such as women's studies and ethnic studies, are sparring with the proponents of Western culture. Faculty who talk about competencies, critical thinking, writing across the curriculum, quantitative reasoning, and computer literacy are introducing the teaching of skills into the repertoire of curriculum reformers. Proponents of the "new liberal arts", focused on contemporary problems, technology, the media and the

environment, are joining with advocates of service learning and experiential education under the banner of education for democracy. Practitioners of pedagogical innovations such as collaborative learning and the use of learning communities draw on the experiences of community-oriented institutions like Antioch and living-learning communities in larger institutions to describe the powerful impact of these approaches on students (Gamson, 1994).

The new national general education movement has strengthened the position of liberal arts faculty. By now almost all colleges and universities have climbed onto the bandwagon of revising their requirements, and expertise is available to help them put new curricula into place (Gaff and Ratcliff, 1997; Kanter, Gamson and London, 1997).

At the same time, powerful counter-forces are operating. The search for students and resources in higher education is endless and increasingly bleak, especially in some state systems and less well-known liberal arts colleges. In the late 1980s the national economy began a downturn that was traumatic to many non-elite institutions, whose experience has generalized to all of higher education in the 1990s. After a period of relative security, even well-known private colleges, such as Bennington, face serious threats to their survival, and public institutions, such as the University of California and the State University of New York, confront continuing degradation because of unpredictable and deep cutbacks in state support. Poor academic preparation and worries about getting jobs in a rapidly changing economy drive even upper-middle-class students away from the liberal arts. But the struggle to preserve the liberal arts continues unabated across the country. That is because the liberal arts continues to be the best preparation for work and for citizenship (Astin, 1992; Pascarella and Terenzini, 1991).

Where does New College fit into this general context? First, it is very strongly committed to, and demonstrates in its programs and students, the benefits of a liberal arts education. It does this in a unique way--by not requiring any general education courses but instead relying on the persuasive powers of the faculty as they advise individual students to keep some breadth in their learning contracts. Not unique (but still unusual) is the senior thesis or project, in which students specialize in the investigation of a particular problem or in the creation of an artwork. Other aspects of New College's structure, which it shares with a few other colleges in the country, are the use of narrative evaluations, independent study and tutorials. This package of innovative approaches to the liberal arts is absolutely unique; there is no other college in the country that puts them together like New College does.

In this respect, New College is on the forefront of innovative approaches to undergraduate education, along with Hampshire College (the institution New College most resembles), Evergreen State, Antioch College, the Residential College at the University of Michigan, Western College at Miami University in Ohio, and a handful of others. Certainly, the ambience of New College shares with these unusual colleges an openness and sense of difference from the rest of higher education.

At the same time, New College is an honors college. Faculty uphold high standards for students. They strongly emphasize disciplinary approaches to knowledge. They see themselves preparing the most academically talented students for graduate school and the professoriate. In this respect, New College is like many of the finest national liberal arts colleges, such as Swarthmore, Amherst, Williams, Oberlin, Carleton, and Reed, which send a high proportion of their students to graduate school.

It is this combination--as one faculty member put it, "New College is like Hampshire and Williams"--that makes New College one of a kind.

III. PROGRAM

The academic program at New College is, to the best of our knowledge, unique in several respects and is appropriate only for a highly talented, well-motivated student body and a thoroughly dedicated faculty willing and able to work very closely with students. There are probably a few other liberal arts colleges without specific general education requirements, but virtually all have college-wide general education guidelines that faculty and students are urged to consider in advising sessions. New College faculty members emphasize in their advising their own individual views of the importance of curricular breadth, but without a set of guidelines determined by the faculty as a whole.

Also unique is the New College learning contract system, whereby every term each student works out with a selected faculty member a combination of courses and other learning experiences that the faculty sponsor considers a full-time course of study. Each learning contract also lists the student's short- and long-term educational goals, and the criteria that will be used to ascertain whether the contract has been successfully completed. At the end of the term the sponsor certifies that the student has successfully carried out the terms of the contract. The sponsor's certification is in theory independent of the Pass/Fail designations and written evaluations provided by the instructor for each component of the contract. Each student must complete successfully seven learning contracts to graduate, along with three Independent Study Projects undertaken during the four-week-long January Interterm.

By the middle of the 5th contract, students hand in a Provisional Area of Concentration Plan in which they choose one of six kinds of majors or concentrations, although 70% of the students choose a disciplinary major. On this form the students outline their goals, make a

tentative list of the courses they will take, and describe any tutorials and other educational experiences they expect to engage in relating to the major. By the middle of the sixth contract, students hand in a Thesis Prospectus/Area of Concentration Form, which must include three faculty signatures. It includes an update on the concentration and the goals and courses associated with it, and a thesis prospectus, including a working title or topic, summary description, and basic bibliography. The Thesis is followed by a public Baccalaureate Exam, in which the three faculty readers ask questions mostly about the thesis but sometimes also about the student's major or the whole of the student's education at New College.

The requirement of a year-long senior project for all students is found in only a handful of liberal arts colleges but is not unusual in undergraduate honors programs within universities. Still, when combined with institutional encouragement of tutorials and independent study from the second term of the student's first year, the senior project comes to be taken more seriously at New College than at other schools requiring such an exercise. Independent study in general is probably emphasized to a unique degree at New College among American liberal arts colleges.

This singular academic program has been in place for over 20 years with relatively few changes. Although, as we shall discuss later, it is probably time for a thorough review of the curriculum, most of what we read, heard, and saw convinced us that the curriculum is functioning very well for the large majority of the students. The College seems able to attract a highly talented student body and faculty. The admissions literature transmits to prospective students a good understanding of the kind of program available at the College, and the application process produces a student body that thrives on the self-motivation, independence, and choice that the curriculum requires. Despite salary and equipment problems and the

inevitable limitations of a curriculum for 600 students and slightly over 50 faculty, the College attracts excellent young faculty members and develops in them a strong commitment to the student body and to the educational program.

Specific Strengths.

1. Challenge and rigor. Some of the very capable students that New College attracts have not had to work hard in secondary school, and have reportedly resisted regimentation and marched to their own drummer. Despite the lack of specific general education requirements, the faculty seems to be setting high standards for the students. Students report that they are challenged to work very hard, and New College faculty regard most students as junior colleagues who must learn how to function academically at a high level. Knowing that work in depth in a field of inquiry requires considerable knowledge and skills, the faculty introduces considerable structure into the education by its requirements in disciplinary and multi-disciplinary majors.

2. Development of skills. A liberal arts education should focus at least as much on process as on content. The New College curriculum requires of students that they make oral presentations, participate in discussion, learn how to gather and present information, think critically and creatively, and write a good deal. The testimony of the faculty and students we talked to, and the accomplishments of the College's graduates, provide ample evidence that New College students are developing the skills they need to become leaders in their chosen fields and in their civic communities.

3. Intellectual community. The faculty and students at New College exude a very strong sense of intellectual community. Although both groups very much value individual autonomy, they clearly have developed a strong sense of membership in a very dynamic and high-powered community of thought. Indeed, the mutual stimulation among the students, and their sense of pride in the caliber of their academic pursuits, probably plays a very strong role in setting the intellectual and social tone of the College. Although there are relatively few rules at New College, attendance at classes is excellent because of the enjoyment that students find in their academic interaction. They seem to feed on each others' interests, and to feel some peer pressure to contribute their share to the interchange of ideas. They also seem to find in many of their faculty members strong role models and initiators into the joys of discovering and exchanging knowledge.

4. Student academic initiative. The New College educational program assumes that students are well motivated academically and sophisticated enough to learn how to pursue their interests and to develop expertise. There is strong evidence that the College is attracting students who thrive in such an atmosphere, and that the educational program works to strengthen student initiative and intellectual motivation. We found a good sense of what could be called student ownership of their education. Past and current students believe that it is their responsibility to set their own educational goals and to find the faculty members and students who can help them achieve the goals. They are grateful to the College for providing a curriculum and a faculty that enable that to happen.

5. Curricular diversity. The learning-contract system encourages students to think imaginatively about the kinds of activities through which they can fulfil their educational

goals. The College literature describes the typical contract as including independent study, internships, tutorials, and field experiences, as well as regular courses. The students value such diversity and an experience-oriented education. Although, as we shall point out below, the faculty's role in developing such curricular diversity could be improved, students find not only that the curricular structure allows for and encourages a variety of kinds of learning, but that faculty are responsive when they propose such learning experiences. The Independent Study Projects undertaken during the January term seem to play an especially important role in enabling this curricular diversity to take place.

6. Faculty interaction with students. Students at New College seem to feel very positively about the faculty. They were well aware of the limited resources available to them with a faculty of a little over 50, but they were also convinced that most of the faculty are dedicated and talented teachers, ambitious scholars with strong emphasis on professional development, and responsive mentors adept at working with them as senior colleagues. Although willing to teach and advise broadly, and not afraid of extra work to enable students to achieve their goals, the faculty was also credited with knowledge of the limits to its expertise and of the appropriateness of saying "no" to students and of challenging them to develop programs appropriate for the institution. It was surprising to find undergraduates with such a sophisticated understanding of this difficult trade-off.

Areas of Concern.

1. General education. No one at New College with whom we talked saw the lack of a general education program as a serious weakness, and some defended it as necessary in a

program that places on students the obligation to take responsibility for their education and to develop their own goals. To a certain extent, the intellectual tone and peer interaction at the College, the educational background and perceptiveness of the students, and the lack of a grading system discouraging experimentation, make this less of a problem than it would be at other institutions. Still, the lack of curricular structure in the first year most likely plays a role in the failure of some students to develop the fund of skills and knowledge necessary to negotiate the upper-class curriculum. Some such attempt as the recent experiment in interdisciplinary seminars is probably necessary in order to get students off on the right foot. Although these seminars appear to be accomplishing their purpose (the study of the results is in its final preparation stage), the faculty had little sense of how they could continue because of the dependence of this seminar program on outside financial support, and especially on the willingness of most of the faculty involved in it to teach overloads. The faculty must give serious consideration to enabling something like these seminars to continue through reorganization of faculty load to replace some specialized courses or independent study with first-year seminars, and an expansion of the faculty (as the student body is expanded) without a corresponding increase in disciplinary courses.

2. Interdisciplinary and Experiential Education. Although the New College faculty has no formal departments and is organized divisionally, the faculty seems to function primarily in a disciplinary fashion. Since there are only slightly over 55 faculty members to represent the traditional liberal arts disciplines, and since the standard faculty load is two courses a term in addition to the faculty's very heavy teaching responsibilities, in the

form of independent study supervision and mentoring of students, faculty members struggle mightily to provide the bare essentials of the course material and independent study they believe they must offer to provide respectable majors that will enable their students to be ready for graduate school. As a result, they have little time for team-teaching across disciplines or for experimental courses that stretch disciplinary boundaries. In addition, because of their disciplinary obligations and their focus on preparing students for graduate school, New College faculty do not regularly take the initiative either in courses or in independent study to encourage students to exercise the experiential options that are advertised as prominent parts of learning contracts. The curriculum thus is much more conservative and disciplinary than the literature of the College leads one to expect. Students report that, although faculty are responsive to their own ideas about interdisciplinary study and about relating their studies to the world around them, they would appreciate more faculty initiative in this regard.

3. Individual Faculty Autonomy. Although the sense of intellectual community is strong at New College, it is stronger among students than among faculty. Faculty members must teach broadly within their disciplines and thus are less specialized than many faculty in most universities and even liberal arts colleges. Moreover, they are united in their sense of being role models and leaders in a very special College community. Nevertheless, New College faculty seem to make their decisions about what to teach and how to teach it more independently than most liberal arts faculty members. Although this is touted as a strength of the College, and no doubt makes some sense in an institution in which individual student initiative is so strongly emphasized, it also means that the faculty rarely

operates curricularly as a unit and thus is not in a position to give serious consideration to the value of curricular planning and outcomes assessment in relation to departmental and individual faculty autonomy.

IV. STUDENTS

New College students seem much like their peers at other liberal arts colleges, especially more innovative colleges like Hampshire, Antioch, or Evergreen State. They are obviously bright and intellectually serious. They are playful and creative. We found those with whom we spoke to be delightfully curious about the world around them, bringing new ways of thinking about and acting on the world--the environment, community, culture, politics, education, and the arts.

Specific strengths

1. Academic preparation and motivation. New College is not for everyone, and certain kinds of students seem to thrive in its environment. Students who are both well-prepared academically--who can write well, present ideas, and analyze them--**and** who are highly motivated self-starters appear to do well at New College. New College has succeeded in attracting a critical mass of such students.
2. Support. Several of the students with whom we met described themselves as high school "misfits", out of place in the standard American high school. Intellectually and artistically inclined, these students felt that they did not receive much support in their high schools. At New College, in contrast, they feel that they can be "who they are", that the faculty and other students accept them and respect their talents.
3. Student activities and student life. Students are very involved in their academic work and in real-world projects conducted within the New College program. Much of the interaction between students and faculty occurs in and around the program, not socially.

The students have created an extracurricular life for the most part on their own. This is primarily on campus. The Sarasota area, while beautiful, does not seem to be an important locus of student life.

4. Alumni. New College has an active group of alumni in the Sarasota area and a loyal cadre of graduates elsewhere. Many New College graduates who came from other states have chosen to remain in Florida, and they are to be found in leadership, entrepreneurial and civic roles throughout the state. Some have attracted parents and other family members to Florida. Another important group of graduates are faculty members in institutions across the country, who carry word of New College into higher education generally.

5. Admissions. The Admissions office carries out its duties in an appropriate manner, strategically deploying its resources to reach the kinds of students who are likely to succeed at New College.

Areas of Concern

1. Diversity. While the situation is improving, there is not enough racial and ethnic diversity in the student body. Identifying and providing financial and other incentives for the non-white students who are likely to succeed at New College--as well as providing them with the support they may need in order to succeed--is costly. The College is to be commended for the progress it has made, however.

2. Retention. (1) The retention rate at New College is not as high as would be found at national liberal arts colleges but probably about the same or a bit lower than the retention

rate at innovative colleges. (2) It is an expressed concern of people at the College, although there isn't consensus either on why it occurs and whether it is a serious problem. There is no question that an innovative college like New College, like others around the country, requires students who are self-directed and disciplined. At the same time, they attract students who want an unconventional educational experience. This is a difficult combination to find in most 18-22-year-olds, or at any other age for that matter. There should, then, be a recognition that an institution like New College will have a lower retention rate than most selective liberal arts colleges and honors programs. (3) Retention has been targeted as a problem area and the first-year seminars are one effort to deal with it. More could be done to help students work within a self-directed system, early and throughout the program. (4) Beyond that, the College needs to pay more attention to orienting prospective and beginning students to what it takes to succeed at New College, and to provide the support necessary throughout the program--especially at the point of the senior thesis, in the form of guidance and mentorship on the part of the faculty.

3. Students' personal and social development. There does not appear to be much attention among the faculty to students' personal and social development. Perhaps that is appropriate. Given the self-selected sense of "difference" among some of the students, students' personal and social development should be an area of concern for the College. The student affairs staff do not seem to be an important influence in the student body and, indeed, there appears to be a gap in the values and styles of the students and those of student affairs personnel. The College should work to facilitate more communication

between the Student Affairs staff and the student body to get a clear picture of the kind of activities that would appeal to New College students.

V. FACULTY

The faculty at New College have been educated in the leading colleges and universities in this country and remain active scholars while also devoting themselves to the College's unusual approach to undergraduate education. Many have attended or taught in liberal arts colleges and, therefore, have experienced first-hand liberal arts education in other settings. These experiences mean that the faculty have standards and models, as well as networks of relationships, that they bring to New College as a kind of social and cultural capital.

Specific Strengths

1. Selection of new faculty. There now exists a new generation of faculty ready and able to take over from the founding generation as they retire. Despite its heavy demands and comparatively low salaries, New College has been able to attract an excellent cohort of new faculty. Many have had considerable teaching experience before coming to the college, and all have impressive credentials in their fields. The mix of disciplines, graduate schools, professional relationships and undergraduate institutions represented among the new faculty, as well as more senior faculty, presents the students with a cosmopolitan group of intellectuals and professionals.
2. Evaluation of faculty. New College exercises unusual care in the evaluation of faculty, both pre-tenured and post-tenured. New faculty are evaluated soon and frequently before they are considered for tenure. This process conveys the expectations of the college to pre-tenured faculty earlier and more explicitly than is typical in colleges and universities. Faculty who are unlikely to succeed at New College know this early and others can

improve their performance. New College's post-tenure review is taken for granted there but it is rare elsewhere. Post-tenure review is under discussion around the country and is controversial.

3. Commitment of faculty to the mission of New College. The faculty appears to be strongly committed to teaching undergraduates and to do so in the unusual context of New College, which requires great flexibility, individual attention to students, and a breadth of knowledge and interests combined with a strong disciplinary background. There is no doubt that New College faculty work very hard and very intensely.

4. Commitment of faculty to scholarship. For a teaching-oriented institution which makes great demands on faculty, New College also emphasizes scholarly contributions to the disciplines. This is expressed in a variety of ways. Faculty hold up to students very high intellectual standards--often at the level that would be expected of graduate students. Faculty believe that many of their students should go on to graduate and professional school, and that quite a few should join the future professoriate. As they work with students in independent studies, tutorials, courses, and (most importantly) in the senior thesis, faculty coach and mentor students for a life of scholarship. Finally, a striking number of faculty, especially younger faculty, remain active in their fields through publishing books and articles, holding fellowships, and delivering papers at professional meetings.

5. Autonomy and flexibility. As with students, one of the great appeals of New College for faculty--and a reason for its success in recruiting excellent new faculty--is its flexibility. To a great extent, faculty can teach what they wish to teach in the way they wish to teach

it. This freedom is especially attractive to junior faculty, who in other institutions do not have as much of an opportunity to teach their own interests. In addition, New College's design allows the faculty to teach at more advanced levels than is typical of faculty in liberal arts colleges. Finally, faculty who wish to explore new areas or who are asked to help students in areas they do not know much about have the opportunity to do so. This is an important source of faculty vitality and rejuvenation.

6. Leadership. New College has been fortunate in its current Dean and Warden, who has demonstrated a capacity to nurture New College's original visions while at the same time helping it to adapt to a new era in higher education. He has been an important representative of the College at the University and an enthusiastic spokesperson for the College beyond the University. He demonstrates strength and clarity without being heavy-handed. The consultants encountered deep respect for him from the students and the faculty who were interviewed.

Areas of Concern

1. Workload. A substantial proportion of faculty appear to be overworked. The highly individualized nature of New College's program and a culture that values student access to the faculty makes the demands on faculty very intense. Priorities about how they should distribute their time among courses, independent studies, tutorials, theses and informal interaction are not clear and new faculty, in particular, do not have a good sense of college-wide priorities that could guide how they use their time.

2. Tenure and promotion criteria. Closely related but somewhat different from the first area of concern is lack of clarity about the importance of research and publication for tenure and promotion decisions. Pre-tenured faculty are unclear about how much they are required to publish in order to receive tenure. In the absence of clarity on this matter and because of a national system that weighs publications heavily, they feel they must publish a good deal in their disciplines. In this, they are not different from most pre-tenured faculty around the country. Lack of clarity on this issue at New College may, however, be more costly than it is at other places if it draws faculty away from students and teaching. In light of the fact that a strong faculty commitment and availability to the student body are absolutely critical, the College will need to exert strong influence to maintain the balance between teaching and research, to impress its criteria on the University administration, and to help the faculty develop even more imaginative ways of incorporating students into their research.

3. Disciplinary vs. inter-disciplinary teaching. Perhaps because faculty wish to remain visible in their fields and to prepare students for graduate school, there is a strong value placed on disciplinary courses over inter-disciplinary subjects. This has two consequences that are cause for concern: First, students may not be encouraged enough to pursue careers outside of academia, either because the faculty do not know enough about them or because they have not received the appropriate preparation for them through inter-disciplinary or non-disciplinary study. Second, faculty may be limiting themselves to the conceptions of the disciplines at the time that they attended graduate

school. New fields that cross disciplinary boundaries--cultural studies, for example--are at the cutting edge of the leading universities.

4. Salaries. Faculty salaries appear to be lower than those of faculty at comparable institutions. Given the intense demands of New College, there is a danger that the College will not be able to continue to attract or retain talented faculty in the future, especially if there is more of a sellers' market for faculty.

5. Adherence to the New College design. If New College finds itself unable to attract committed faculty, and if the College moves further toward emphasizing disciplinary study, preparation for graduate school and faculty research, the College may find itself drifting away from its original visions. As the founding generation of faculty depart, succeeding generations of faculty may have less of a commitment to New College as a unique place.

6. Faculty leadership. It appears that the faculty trust the Dean and Warden to "take care of business" and to rely on the division chairs to keep things on track. Division chairs have many responsibilities: they administer their divisions, tend to the faculty in them, teach, and remain readily available to students. They do not have enough release time to carry out their administrative duties, which means that the Dean and Warden must pick up the slack.

VI. RESOURCES

The College has some largely unique structural characteristics that must be understood in order to comprehend the nature and adequacy of its resources. Prior to 1974 New College was a private institution with a Board of Trustees. That year it became a part of the University of South Florida, and the New College Board of Trustees became the New College Foundation, relinquishing its governance responsibilities and functioning as an endowed source of private support for what was now a public college. New College has its own faculty and academic administration, but relies on the University of South Florida, Sarasota Campus, for most non-academic administrative services. The Dean and Warden of New College reports to the Provost of USF and receives the College budget through the University. The Dean and Warden has recently been added to the Board of the New College Foundation and provides the priorities for fund-raising, but the Foundation is legally and administratively a separate entity. The Foundation annually provides to the University a set amount of income as part of the operating budget of New College, and provides additional funding for major facilities, equipment, faculty development, and other needs of the College.

This unique structure has provided New College with a combination of strengths and areas of concern in the area of resources. The College has the advantages of a beautiful campus; a number of very fine facilities; a good location providing students with many educational, cultural, and recreational activities off campus; the resources of the University of South Florida; and a foundation that is devoted primarily to raising funds for its educational program and physical plant, and has a proven record of success. At the same time, the College's structure

limits its visibility in the state and places it in a situation of dual dependency that can be frustrating and has led to some administrative and budgetary problems.

Strengths.

1. Resourcefulness. New College seems to manage well the limited resources available to it. The physical facilities are well used and in reasonably good condition. The recently built facilities, such as the arts center, seem to be well designed and constructed, and to serve well the needs of the College. Where resources are plainly inadequate, the College seems to rely on its strong sense of pride and esprit to make the most of what it has. The resources available for faculty compensation and professional development have been well below those of the colleges with which it is ranked, with largess coming only fitfully; but the College has nevertheless been able to attract and to motivate a very able faculty with a strong sense of pride in its accomplishments. The facilities and equipment available to the natural science division have been woefully inadequate, but the faculty of the division, rather than giving up or suffering passively, has managed to develop very fine educational programs by using every square foot, and by begging and borrowing equipment from every possible industrial and university source. The situations cited are the extremes, but they are indicative of the pluck and drive that seem to prevail at the institution.

2. Library. Although understaffed, and hardly housing a great on-site collection for the kind of curriculum and scholarly activity that New College has, we believe that the Library, which has improved in recent years, serves New College well, and that it will shortly do

so even better. The staff seems responsive to the needs of the research-intensive New College curriculum, and to be using its modest electronic resources well to provide the data bases, inter-library loan capabilities, and journal access that the students and faculty require. New College makes heavy demands on the library, and no doubt complaints are many, but the Library has enabled the College to support a rich variety of educational activities over the years. The Library staff seems to be aware of newly available resources that can make up for the limitations of the on-site collection and is making them available to its users as rapidly as possible.

3. Public-private partnership. The relationship between the College and the Foundation has some built-in problems, as we shall point out, but the concept of a privately controlled foundation, with a tradition of access to local and regional private philanthropy, supporting a public institution can serve as a model for other public institutions. However frustrating it may be to the College administration to have no control over its development office, the relative autonomy of the Foundation probably enables it to raise funds from donors who would be wary of giving directly to a public College. Donors are no doubt influenced by the fund-raising accomplishments and the wise use of funds associated with the Foundation, and presumably also by the expectation that the Foundation exercises some influence over the College in setting fund-raising goals and in expending the revenues. At the same time, they can make contributions to an institution with a proven record of success in educating very talented students and enabling them to make entrepreneurial and civic contributions to the common weal.

4. Working relation with the University. Although the institutional relationship between New College and the University of South Florida administration no doubt reflects personnel changes at the two institutions, the working relationship seems for the most part to be a good one. The administrators at the University that we conversed with expressed a good understanding of the mission and needs of New College, and especially of its peculiar role within the University and the state-wide system of public education. The administrators on the Sarasota campus seemed especially aware of the need to preserve the autonomy and institutional identity of New College, and to be working effectively to do so while also enabling the College to benefit from its relationship to the University.

5. Grant activity. In the last few years New College has been fortunate to have a grants administrator who has had considerable success in generating funds for curricular and faculty professional needs. Building its case on its impressive educational program, buttressed by the national publicity it has received for its excellence as an affordable public institution, the College has been awarded much needed funding for equipment and scholarship activities and for curricular innovations. Indeed, it is unlikely that the previously mentioned esprit could have been maintained in recent years, or that recent hiring and retention of faculty could have been so impressive, without this additional support.

6. Alumnae/i association. The College is blessed with an energetic and dedicated alumnae/i association that can play an important role in relations between the College and the New

College Foundation, and in helping the College document and advertise the contributions its graduates are making to the State of Florida and to the nation.

Areas of Concern.

1. Non-data processing equipment budget. An outside consultant reported in 1987 that there appeared to be "virtually no provision for continuing purchases, replacement, or instrument maintenance," and that capital equipment acquisitions and maintenance budgets were "woefully inadequate." It appears to us that the same situation prevails ten years later. Although some funding for equipment purchases has been provided by the University of South Florida and, on an occasional basis, by the New College Foundation, it has been seriously inadequate, especially in the natural sciences. It is impossible for a first-rate liberal arts college to provide a curricularly balanced educational program without being able to count on annual allocations of at least $100,000 for equipment purchases and maintenance, with most of that going for educational equipment, especially in the natural sciences. Two new absolutely essential science facilities are now in process, but the College is still not in a position to assume that they will be adequately equipped, and that continued regular funding for maintenance and replacement will be provided.

2. Computing equipment and capabilities. It could be argued that, as computing capabilities revolutionize education and render much of traditional classroom teaching irrelevant, a curriculum such as that of New College, which relies heavily on tutorial and research experiences, will be in the educational vanguard. The College will not be in a position,

however, to take advantage of developing educational technologies unless it significantly increases its annual expenditures on computing facilities and equipment and its electronic capabilities. Many faculty are lacking in up-to-date equipment and training programs to help them incorporate computing into their teaching and research. Students also lack access to adequate equipment and training programs.

3. Discretionary funding. Given the size of the budget, the predominance of the educational program in the budget that New College controls, and the necessity of something like a 10 to 1 student/faculty ratio to carry out the College's educational program, it is difficult to see where a permanent or continuing re-allocation could take place in order to meet New College's needs. Indeed, it appears that the administration lacks the flexibility in its budget to make even modest amounts of extra funds available in the course of the year to meet occasional or unexpected personnel or equipment needs that arise.

4. Relations with the New College Foundation. The down side of the advantages of having separate College and Foundation operations is that the two institutional cultures are not always fully in sync. Although the Foundation does seem to understand the curricular and facilities needs of the College and to be making successful efforts in its capital campaign to support them, it seems that either the principals in the two organizations need better opportunities to express their concerns and to work together where appropriate on solutions, or new structures or voices need to be added to the process. In addition, there is some question whether the Foundation is in a position to interpret and argue for New College needs in University forums, and to help make the College and its

unique role and possibilities in the state higher education system better known in appropriate state circles.

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VII. RECOMMENDATIONS

Program

1. Faculty development. In a time when higher education is devoting increasing attention to the process of learning and to the development of teaching skills, New College should devote more energy to such matters. Division chairs should be given encouragement and funds to learn about pedagogical developments and faculty development activities. Pedagogical and professional development programs should be sponsored on campus, and faculty should be sent to workshops and programs sponsored by AAC&U, AAHE, and similar organizations.

2. Articulation. New College has done a fine job of incorporating transfer students into its unique educational program despite the articulation issues raised by its decision against assigning credits to the educational activities listed in learning contracts. Now that the State requires that transfer students who have completed general education requirements (and other lower level requirements) at public institutions receive transfer credit for such work, New College needs to make certain that it is complying with these regulations. There seemed to be some uncertainty on that score. The College should attempt to ensure, within the framework of the unique curriculum at New College, that Community College transfers receive credit for the equivalent of 60 semester hours completed for the AA degree.

3. Internationalizing the curriculum. The College is well aware that, given the small size and Western orientation of the faculty, strong efforts must be made to represent the major geographical areas of the world in the curriculum without necessarily trying to spread the

faculty too thin. Progress is being made, but, especially given the autonomy of individual faculty members, the College should keep this goal centrally in mind when appointments are made, and should make every effort to expand the areas of expertise represented on the faculty.

4. Public mission. Despite the emphasis on individualism at New College, there is a strong sense of the meaning and importance of a liberal arts honors education. There is less of a sense of what it means to be a public liberal arts honors college. A group of faculty, administrators, and students should be formed to deliberate on the College's mission as a public institution with a unique role in the State University System. They should ask what precisely is their role in the System and how that public responsibility affects their curricular and overall educational goals.

5. Outside reviews. The Southern Association of Colleges and Schools Self-Study states the College's intention to begin program reviews whereby outside peers are brought in to evaluate academic programs. Especially in light of the faculty's de-emphasis on faculty-wide curricular planning, and the lack of formal departmental structures, we believe that it is imperative that the College set up a review process with clear-cut procedures and review each academic program regularly.

6. Curriculum review. We believe that the College should conduct a thorough review of the whole curriculum to see how it might evolve to deal with changing needs and with problem areas. Particular attention should be given to broadening the perspective on outcomes beyond preparation for graduate school in setting requirements in the majors and determining course offerings; the importance of general education guidelines and

interdisciplinary study opportunities in a curriculum without general education requirements; means of assuring that learning contracts, courses, and, where appropriate, senior independent study include the kinds of experiential and field activity that the educational program seems to promise; and means of providing continuity in academic advising. An outside review team should be an important part of this process and should probably include representatives from honors programs or colleges, colleges with year-long senior independent study requirements, and colleges emphasizing experiential education.

7. Limited access admissions. The need for continuing the limited access admissions policy in order to sustain the College's educational program seems self-evident. Only an admissions policy that enables the College to control admissions will justify the successful educational program that the College has in place. The College has honed its literature and image to enable self-selection to take place in a healthy fashion, and admissions seems to do a good job of selecting students who will thrive at the College. An open admissions process would require a radical change in the curriculum and would deprive Florida residents of an excellent educational program for talented and motivated students, and the state's culture and economy of graduates who are playing leading professional and civic roles in the state.

8. College-University relations. Develop a program to strengthen relationships between New College faculty and faculty in the larger University in Sarasota and in Tampa. Also create programs that relate New College students more to students at the University, both in Sarasota and in Tampa.

Students

1. Diversity. Admissions needs more resources targeted especially to increasing racial and ethnic diversity.

2. Retention. The College needs to strengthen existing efforts to increase retention, such as the first-year seminars, and apply the well-tested approaches of other colleges around the country to support its students to graduation.

3. Student affairs. Staff in student affairs should be selected carefully as people who are likely to work well with the New College student body. Student affairs programming should be evaluated for its intellectual content and its capacity to promote students' personal and social development. Student affairs should also be supported in its current attention to the development of experiential learning opportunities.

4. Alumnae/I. While the alumni association is already very active, it could receive greater recognition from the College and from the New College Foundation. The alumnae/i association should help the College conduct a survey of graduates with a view to documenting their professional and civic lives and highlighting their contributions to the professional, political, economic, educational, and civic life of Florida and the nation, and their potential as a source of financial support to the College. This would help the College become better known in key circles in the state, and also help sharpen the College's focus on its role as the State's public liberal arts honors college.

Faculty

1. Workload. Draw resource and faculty workload implications for all aspects of the College's curriculum and other activities and specify how resources and faculty workload distributions can be re-aligned.

2. Tenure and promotion criteria. With the University, clarify the weighting of research and publications in promotion and tenure decisions and make the results clear to the faculty. It is our understanding that discussions are in progress on these issues.

3. Salaries. Conduct a complete review of faculty salaries, with comparisons with peer institutions, and make adjustments.

4. Faculty leadership. Examine and, if necessary, re-define and strengthen the role of division chairs in relation to the faculty and the Dean and Warden.

Resources

1. Equipment budget. Whether through re-allocation or augmented funding from the University or the Foundation, the College needs to be given a healthy non-data-processing equipment and maintenance budget as part of the annual budget process.

2. Computing equipment and capabilities. The College should make sophisticated computing facilities available at several places on campus. It may not be necessary to join the recent trend to wire every residence hall room, but that should be given careful consideration, and, as an alternative, College-controlled facilities should be available near each residence hall. The College also needs to take a more aggressive stance in training and equipping faculty to utilize electronic equipment and capabilities in their teaching and research.

3. Facilities. Several urgently needed building projects are in process but have experienced delays. It is critical that these projects move forward with alacrity.

4. Discretionary funding. If it has not been done recently, a zero-based budget planning exercise should be conducted by each administrative department and academic division to make certain that even modest re-allocation is not a possibility. In addition or, if necessary, as an alternative, a modest budget increase is necessary to provide discretionary funds for occasional or unexpected expenses arising during the year.

5. Faculty development funding. Although the New College faculty has in the last few years received good funding from the Foundation for faculty development purposes, at least this level of funding must be provided on a regular basis so that prospective and current faculty can count on its availability for scholarly and pedagogical support and development. Presumably the support can come from endowments that replace at least the outside foundation support that has occasionally been acquired in recent years.

6. Administrative Support for the Dean and Warden. The Dean and Warden is responsible for providing curricular leadership, making personnel decisions, managing the elements of the administration reporting to him, and serving as the liaison with the Foundation and the University. Although the occupant of the position has fewer administrative offices reporting to him than would be the case at an autonomous institution, the position still combines many of the responsibilities of a president and a chief academic officer. Either the division chairs should be chosen, trained, and compensated as associate deans with more responsibilities, or a part- or full-time associate should be chosen to assist the Dean and Warden.

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APPENDICES

Appendix A

New College Program Review

Consultants

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Appendix B

New College Program Review

University Coordinators

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EMPLOYMENT

Administration

St. Mary's College of Maryland
Provost, 1991 to present (chief academic officer)

Hamilton College
Dean of the College, 1984-88 (chief academic officer)
Dean of Students, Associate Dean of the College, 1981-82
Associate Dean of the College, 1979-81

Faculty

St. Mary's College of Maryland
Professor of Religious Studies, 1991 to present

Hamilton College
Professor of Religion, 1981-1991
Associate Professor of Religion, 1974-79
Assistant Professor of Religion, 1969-74
Instructor in Religion, 1966-69

Teaching Areas
American religious history
History of Western religions
Social ethics, with focus on issues of war and peace and the termination of life
Introduction to Religion

PUBLICATIONS

Books

William Penn and Early Quakerism (Princeton University Press, 1973)

Articles and Book Chapters

"Abraham Lincoln and American Civil Religion: A Reinterpretation," *Church History*, Vol. 44, No. 2 (June 1975)

"The Interpretation of Quakerism: Rufus Jones and His Critics," *Quaker History*, Vol. 70, No. 1 (Spring 1981)

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"Theology and Learning in Early America," Patrick Henry, ed. *Schools of Thought in the Christian Tradition*, (Fortress Press 1984). Festschrift for Jaroslav Pelikan.

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"War and Peace," *Encyclopedia of the American Religious Experience*, Vol. III (3 vols., Scribners, 1988)

Reviews

I have published book reviews in, and/or served as referee for the following journals: *Church History, Journal of the American Academy of Religion, Quaker History, Religious Studies Review, Review of Politics, Theology Today, and William and Mary Quarterly*.

PROFESSIONAL ACTIVITIES AND AWARDS

Memberships

American Academy of Religion
Co-chair, American Religion Group, 1976-79
Committee, North American Religion Section, 1979-82
American Society of Church History

Friends Historical Association
Organization of American Historians

Activities and Awards

Daughters of Colonial Wars Prize, best article for 1985
William and Mary Quarterly

Institute for Ecumenical and Cultural Research, Collegeville, Minnesota, 1977081. Dialogue among theologians and religious leaders culminating in publication, *God on Our Minds* (See bibl.)

National Endowment for the Humanities Fellowship for Independent Study and Research, 1975-76

National Endowment for the Humanities, Summer Seminar on American civil religion led by Robert Bellah, 1975

Chair, Department of Higher Education, Council of Churches of the Mohawk Valley Area, 1969-71

EDUCATION

B.A., Princeton University, 1960

B.D. (1963), M.A. (1965), and Ph.D. (1969), Yale University

CURRENT SCHOLARSHIP

A historical study of religious and ethical views of war and of particular wars in American history

ZELDA F. GAMSON

Zelda Gamson is Professor of Education and the founding Director of the New England Resource Center for Higher Education at the Graduate College of Education, University of Massachusetts at Boston. The New England Resource Center for Higher Education is dedicated to strengthening collaboration among New England's colleges and universities through policy formation, professional development, technical assistance and consultation. The Doctoral Program in Higher Education Administration, of which she is a founding core faculty member, is committed to preparing working professionals for leading and participating in change.

She spent more than twenty years at the University of Michigan, as Study Director and Faculty Associate at the Institute for Social Research, as Professor at the Center for the Study of Higher Education, and as Associate Director and Professor in the Residential College.

Gamson has published in the fields of higher education, social policy, organizational innovation, and evaluation. She has also worked with several projects on women and minorities in higher education. She has written *Higher Education and the Real World; Liberating Education; Black Students on White Campuses* (with Marvin W. Peterson and Robert T. Blackburn); and *Academic Values and Mass Education* (with David Riesman and Joseph Gusfield). She has contributed chapters to books, including *Worker Cooperatives in America* and *On Competence*. Her writing has appeared in a variety of publications, among them *Educational Policy, Contemporary Sociology, Sociological Quarterly, Review of Higher Education, Journal of Higher Education, Higher Education, Social Policy*, and *Change*.

As a lecturer and consultant, she has worked with many colleges and universities, higher education associations, agencies, and foundations. Her work on the "Seven Principles for Good Practice in Undergraduate Education" has received wide attention in colleges and universities across the country and abroad. Gamson was Vice-Chair of the Board of Trustees of Antioch University for nine years. She was a member of the Visiting Committee on General Education at Harvard College and served as one of seven members of the U.S. Department of Education's Study Group on the Conditions of Excellence in American Higher Education, which issued the national report *Involvement in Learning*.

Zelda Gamson attended Antioch College and the University of Michigan, where she received an Honors Degree in philosophy and an M.A. in sociology. She holds a Ph.D. in sociology from Harvard University.

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Previous Positions

1988-1991	Professor of Sociology, University of Massachusetts at Boston
1986-1989	Faculty Associate, Center for the Study of Higher and Post-secondary Education, University of Michigan
1984-1988	Visiting Fellow, John W. McCormack Institute of Public Affairs, University of Massachusetts Boston
1986	Visiting Scholar, Center for Studies in Higher Education, University of California-Berkeley
1977-1985	Professor, Center for the Study of Higher Education, University of Michigan
1982-1984	Visiting Professor, College of Public and Community Services, University of Massachusetts Boston
1977-1984	Professor of Sociology, Residential College, College of Literature, Science and the Arts, University of Michigan

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1979-1981	Director, National Project IV: Examining the Varieties of Liberal Education
1978-1979	Visiting Scholar, School of Education, Stanford University
1974-1977	Associate Professor, Center for the Study of Higher Education, University of Michigan
1974-1976	Associate Director for Curriculum Development, Residential College, University of Michigan
1972-1975	Faculty Associate, Institute for Social Research, University of Michigan
1972-1973	Visiting Professor, Hebrew University, Jerusalem, Israel
1970-1974	Assistant Professor, Center for the Study of Higher Education, University of Michigan
1970-1974	Assistant Director, Student Development Program, Institute for Social Research, University of Michigan
1965-1971	Study Director, Student Development Program, Institute for Social Research, University of Michigan

Educational Background

1965	Harvard University	Ph.D. in Social Relations (Sociology)
1959	University of Michigan	M.A. in Sociology
1958		B.A. in Philosophy (Honors)
1954-1956	Antioch College	
1954	University of Pennsylvania	

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Publications

"The Adoption of the Research Culture in Comprehensive Institutions: An Analysis of Disciplinary Adaptations," with Dorothy E. Finnegan, *Review of Higher Educatio* forthcoming.

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"The Diffusion and Implementation of Competence-Based Education," and "College IV, Grand Valley State Colleges," in *On Competence: A Critical Analysis of a Reform Movement in Higher Education*, Gerald Grant, ed. (Educational Policy Research Center, Syracuse University Research Corporation, 1978).

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"Change Strategies for Faculty Roles," Forum on Faculty Roles and Rewards, American Association for Higher Education, January 1995.

"Assessing Ourselves as Teachers" and "Community in Departments: Romance or Reality?," Michigan State University, March 1995.

"The Academic Workplace and the Challenge of Change," University of Wisconsin-Parkside, April 1995.

"Collaborative Learning," Bristol Community College, April 1995.

"Pulling it Together," Second Annual Conference on Faculty Roles and Rewards, University of New Hampshire, May 1995.

"Observations on 'The Yellow Wallpaper' and the Faculty," Long Island University, June 1995.

"Strategies for Organizational Change," Assessment Conference of the American Association for Higher Education, June 1995.

"Faculty Professional Service," American Sociological Association, August 1995.

ZELDA F. GAMSON

Selected Speeches and Conference Papers

"The Academic Workplace of the Future," Association of Faculty for the Advancement of Community College Teaching, Baltimore, January 1994.

"Changes in Faculty Worklife," Temple University, March 1994.

"A Participatory Pedagogy," American Sociological Association, August 1994.

"The Stratification of U.S. Higher Education: A Democratic Challenge," American Sociological Association, August 1994.

"The Life of Scholarship in Comprehensive Colleges and Universities", University of Massachusetts at Boston, May 1993.

"Toward a Practitioners' Theory of Collaboration", American Association for Higher Education, March 1993.

"Higher Education and Social Change", Eastern Sociological Society, March 1993.

"The New England Student Affairs Think Tank", National Association of Student Personnel Administrators, March 1993.

"The Destruction and Re-Creation of Academic Community: A Personal View," Association for the Study of Higher Education, October 1992.

"The Seven Principles for Good Practice in Undergraduate Education: Implications for Student Affairs," Vermont State Colleges, July 1992.

"The Class System in American Higher Education" and "General Education," American Association for Higher Education, April 1992.

"Diversity and Community: The View From Student Affairs," LaSalle University, March 1992.

"Recruitment and Retention of Faculty in Comprehensive Colleges and Universities," and "A Research Agenda for Studying Faculty," Association for the Study of Higher Education, November 1991.

"Academic Labor Markets and Organizational Behavior," with Ted Youn, American Sociological Association, August 1991.

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"Using the Seven Principles for Good Practice in Undergraduate Education to Increase the College Impact in a Diverse Student Body," Boston College Diversity Conference, August 1991.

"Re-constructing the Academic Workplace," Keene State College, August 1991.

"The University of the Twenty-First Century," Arizona State University-West, April 1991.

"The Good and the Bad of Academic Culture," Maine Women in Higher Education, November 1990.

"The Legacy of the Residential Colleges," Yale College, October 1990.

"The Seven Principles for Good Practice in Undergraduate Education," American Association of State Colleges and Universities, Bentley College, Boston College, Bridgewater State College, Bristol Community College, Bunker Hill Community College, North Shore Community College, and the University of Massachusetts at Amherst, 1987-1991.

"Whatever Happened to General Education?" and "Architecture and Education, Higher Education and Future," American Association for Higher Education, San Francisco, April 1990.

"Taking Charge of Our Work Life," Kansas State University Conference for Department Chairs. Orlando, February 1990.

"Implementing Changes in General Education" and "Learning Communities," Association of American Colleges, San Francisco, January, 1990.

"The New England Resource Center for Higher Education: Implications for Developing Countries," University of the Negev, Beer-Sheva, Israel, December 1989.

"Higher Education and the Real World: The Story of CAEL," CAEL Annual Assembly, November 1989.

"The Workplace of the Future: What Can We Learn? What Can We Teach?" Association for the Study of Higher Education, Atlanta, November 1989.

"The World of the Community College," Oakland Community College, October 1989.

"The Urban University of the Future," Twin Cities Education Policy Round Table, St. Paul, June 1989.

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"A College Degree is More Than a Meal Ticket," Metropolitan State University, St. Paul, June 1989.

"Connecting Your Work to Everyone Else's," University of New England, March 1989.

"Liberal Learning and the Adult," Association of American Colleges, January 1989.

"The Social Context for Learning Communities," Washington Center for the Improvement of Undergraduate Education, Seattle and Spokane, November 1988.

"Cultures in Collision? The Worlds of Community College Students and Faculty," University of Toledo, October 1988.

"Observations on Active Learning," Conference for Faculty at Vermont State Colleges, Smugglers Notch, July 1988.

"Making the Workplace More Collaborative," Education for Women's Development, Northampton, Massachusetts, May 1988.

"The Social Construction of the Freshman Year," Conference on the Freshman Year, University of Lowell, April 1988.

"Comments on Bloom and the Curriculum," Collaborative Undergraduate Education, National Collegiate Honors Council, Providence, April 1988.

"Accountability in Higher Education: The Politics of Assessment," Eastern Sociological Society, Philadelphia, March 1987.

"Institutionalizing Experiential Education," National Society for Internships and Experiential Education, Smugglers' Notch, Vermont, October 1987.

"Do We Need Adult Students - Do They Need Us?" Brooklyn College, October 1987.

"Creating Community: The Critical Role of Student Services," Canadian Association of College and University Student Services, London, Ontario, June 1987.

"Education and Training Programs for Workers," Trade Union Program, Kennedy School of Government, Harvard University, February 1987.

"Forms of Adult Education in the United States," Givat Haviva Center of the Kibbutz Movement, Israel, December 1986.

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"Coherence in General Education," Miami University, September 1986.

"Governance," Three sessions at Harvard University, Graduate School of Education, Management Development Program, June 1986.

"Collaborative Learning and Academic Planning," SUNY - Plattsburgh, May 1986.

"A Social Analysis of the Current Movement to Reform Higher Education," Eastern Sociological Society, New York City, April 1986.

"The State Role in Reforming Higher Education," California Post-secondary Education Commission, January 1986.

"Learning Communities: Environments for Development," National invitational conference on pedagogy and practice for student intellectual development: high school/college partnership, Davidson College, June 1985.

"Implications of the NIE Report for Community Colleges," Annual convention of the American Association of Community and Junior colleges, San Diego, April 1985.

"Honoring Experience: The Role of Liberal Learning in 1984, "Annual Conference of the National Collegiate Honors Council, Memphis, October 1984.

"Collaboration and the Invisible College of Educators, "Conference on collaboration in undergraduate education, Brown University, September 1984.

"Social Movements in Higher Education, "Annual Meeting of the Society for the Study of Social Problems, San Antonio, August 1984.

"A Little Light on the Subject: Keeping General and Liberal Education Alive," Paper presented to the National Commission on Excellence in Education, University of Rhode Island, 1982.

"Liberal Education and the Experimental Tradition," Paper presented at a conference in commemoration of Alexander Meiklejohn, University of Wisconsin-Madison, 1982.

"The Academic Counterrevolution," Paper read at a Conference on Student Development, Granville, Ohio, 1969.

"Activists, Moderates and Bystanders During a University Protest," with Jeffrey Goodman and Gerald Gurin, Paper read at annual meetings of the American Sociological Association, San Francisco, 1967.

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"Theoretical Issues in the Study of College Suborganizations," with Gerald Gurin and Theodore M. Newcomb, Paper read at annual meetings of the American Educational Research Association, Chicago, 1966.

Editorial Boards

American Sociologist
Change
Journal of General Education
Journal of Higher Education
Qualitative Sociology
Review of Higher Education
Sociology of Education

Selected Councils, Advisory Boards, Review Panels, Committee Chairs, and Commissions

Current

George Meany Center for Labor Studies, member of the Board of Trustees, 1993-
Labor Studies Program, University of Massachusetts at Boston, member of Advisory Board, 1990-
National Opinion Research Center, University of Chicago, member of Technical Advisory Panel, 1992-
National Society for Experiential Education, 1992-
Council for Independent Colleges Project on Faculty Roles, 1995-
Residential College, University of Michigan, Advisory Board, 1995-

Past

American Association for Higher Education, member of the board, 1984-1988
American Sociological Association, chair, Sociology of Education Section
Antioch University, member of the Board of Trustees, 1985-1994; Vice-Chair, 1987-1994
Association for the Study of Higher Education, member of the board
Harvard University, Visiting Committee on General Education
League for the Humanities National Consortium of Community Colleges, member of Advisory Board, 1987-1989
Nathan Mayhew Seminars of Martha's Vineyard, member of the Corporation, 1985-1993; member of the Board of Directors 1989-1991

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National Center on Adult Learning, Empire State College, member of Advisory Board, 1989-1995

National Institute of Education, member of Post-secondary Study Group on Laboratories and Centers, 1982-83

National Institute of Education, member of Study Group on the Conditions of Excellence in American Higher Education, 1983-84

Project on Women's Development and Education (Wellesley, Bard, Simon's Rock, Goddard, CUNY, women's social service groups), member of advisory committee

Selected Consulting with Associations, Foundations, and other Organizations

American College Testing Program, regional workshops on general and liberal education

American Sociological Association, consultant on teaching and curriculum

American Sociological Association and Association of American Colleges, Project on Liberal Education and Study in Depth in the Arts and Sciences Major

Council for the Advancement of Small Colleges, Consultant to the Project on Quality of Undergraduate Education

Danforth Foundation

Fund for the Improvement of Post-secondary Education, Task Force on Competence-Based Education

Kellogg Foundation, Strategies for Change Project

John D. and Catherine T. MacArthur Foundation

New England Board of Higher Education

New School for Democratic Management

Pew Charitable Trusts

University of North Carolina at Asheville and Exxon Education Foundation, Institute on General Education

Lewiston-Auburn College, University of Southern Maine

Penn Program for Public Service, University of Pennsylvania

Funded Projects

Michigan Student Study, Institute for Social Research, University of Michigan (grant from National Institute of Mental Health)

Student Organization Study, Institute for Social Research, University of Michigan (grant from National Science Foundation)

White Colleges' and Universities' Responses to Increased Black Enrollments, Institute for Social Research, University of Michigan (grant from National Institute of Mental Health)

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Research Project on Competence-Based Education, Syracuse University (grant from Fund for the Improvement of Post-secondary Education)
Research Project on Higher Education and the Kibbutz, Givat Haviva, Israel (grants from the American Philosophical Society and University of Michigan School of Education)
Institute for Innovation in Undergraduate Education, Center for the Study of Higher Education, University of Michigan (grant from Lilly Endowment)
Student-Faculty Research Community, Residential College, University of Michigan (grant from the Fund for the Improvement of Post-secondary Education)
Research Project on Regional Colleges in Israel (grant from University of Michigan Graduate School Fund)
National Project IV: Examining the Varieties of Liberal Education (grant from the Fund for the Improvement of Post-secondary Education)
Colleges and Universities as Workplaces (grant from the University of Michigan School of Education)
History of the Council for Adult and Experiential Learning (grant from the Kellogg Foundation)
Articulating and Disseminating the Principles of Good Practice in Undergraduate Education (grants from the Johnson Foundation and the Lilly Endowment)
Evaluation of the Community College Core Curriculum Project of the City University of New York (grant from the Ford Foundation)
Implementation of General Education (grant from the Exxon Education Foundation)
Faculty Recruitment, Retention and Retirement (grants from the Andrew W. Mellon Foundation and the Pew Charitable Trusts)
Black and Hispanic Faculty in Massachusetts (grant from The Education Resources Institute)
Program on Faculty Service and Professional Outreach (anonymous gift)
Project on Faculty Collaboration (anonymous gift)

Teaching Areas

Sociology of Education
Sociology of Work and Organizations
Analysis of Colleges and Universities as Organizations
The Innovation Process
Field Methods
Educational Policy
Reform and Innovation in Higher Education
Workplace Reform
Collaborative Leadership, Cultures and Structures

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Professional Associations

American Association for Higher Education
American Sociological Association
Association for the Study of Higher Education
Network for Collaborative Undergraduate Education
Sociologists for Women in Society

1/96